**EDC 423: CONSIDERING SOCIOCULTURAL CONTEXT AS A FACTOR THAT INFLUENCES READING COMPREHENSION**

**QUESTION: What teaching techniques can help you tap into students’ diverse sociocultural and linguistic backgrounds?**

**PART 1: LISTEN, WATCH, AND REFLECT:**

Please take notes on each video to answer the following questions:

[How to Create a Welcome Classroom Environment for English Language Learners](http://www.colorincolorado.org/article/how-create-welcoming-classroom-environment) (Summary of Tips & 6 minute video in Grade 7)

* What actions can you take to ensure your students’ diverse backgrounds are welcome and valued as an important part of your classroom culture?
* How are these similar to or different from the underlying principles of how to motivate engaged learners as discussed in your Cornett text (Chapters 2 and 6)?

[Asking and Answering Questions about Soil in Grade 2](https://www.teachingchannel.org/videos/ask-answer-questions-nea) (12 minute video)

* How does Ms. Rodriguez help her students build academic language?
* What strategies does Ms. Rodriguez use to support English Language Learners?
* How does Ms. Rodriguez support the small group working on the rug?
* How does this lesson provide students practice with the Common Core State Standards?

[English Language Learners: Finding Their Voices in a Multilingual Classroom](https://www.teachingchannel.org/videos/multi-language-classroom) (14 minute video in Grade 4)

* How does Ms. Yurkovetsky convert a disruptive issue into a lesson plan?
* How many techniques are used to create classroom community?
* In what ways does the teacher emphasize "making connections" in this lesson?

What questions do you have for Changhee with respect to these issues?

**PART 2. CLASS ON THURSDAY: LOOKING ACROSS THE VIDEOS** (Analyze, synthesize, compare/contrast) – Come to class prepared to discuss these questions in a group:

1. What is it like for an English language learner entering the classroom?
2. How are these three teachers similar and different in terms of the techniques they use to support English language learners and to create a classroom community of learners? Are these teachers equally effective (why or why not)? What role might the age of students play in the techniques they use?
3. How might the techniques recommended to support English-language learners in building comprehension be similar to or different from techniques to support native English speakers in building comprehension?
4. What questions do you have for Changhee with respect to these issues?